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ABSTRACT

This report of an exploratory study of Adult Basic Education (ABE) gives a brief summary of background and methodology and represents findings about students and teachers in Shelby County, Tennessee. For the students 41 findings are reported relating to age, sex, race, marital status, years of schooling completed, employment, income, life style, reasons for enrollment, problems, and reactions to the program. For the teachers 65 findings are reported relating to age, sex, race, education, teaching experience, experience with and reactions to the ABE program, and their feelings as to the areas in which the program was successful in helping the students. Problems encountered in conducting the study made drawing conclusions difficult. Comments are offered with respect to several ways of improving the conduct of future studies; improving student-teacher relationships; assistance for teachers, both preservice and on-the-job; a followup of dropouts; and vocational choices of students. The results of the student and teacher questionnaires are tabulated as percentages in two appendixes to provide support for the statements in the report. The questionnaires are also included. (SA)

AN ASSESSMENT OF ADULT BASIC EDUCATION IN SHELBY COUNTY, TENNESSEE

by

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FOREWORD

A decision was made late during the 1972-73 academic year to study various facets of the Shelby County Adult Basic Education (ABE) Program. In a last minute effort to gather data prior to the closing of classes, insufficient time was available to give proper attention to the construction of suitable questionnaires and the controls placed on their administration and return. Consequently, due to those as well as other limitations, the results reported herein should be viewed as an exploratory study. That is, instead of providing relatively concrete facts, the data should be viewed merely as trends that might be developing.

The main body of this report will consist of a summary and conclusions for those who do not desire "to wade" through the data supporting the statements. For those who desire to examine the data, this information is presented in the Appendices. All data are reported only in percentages for ease of comparison and readability. Formal academic tables have been omitted for the same reason. In short, this represents a radical departure from formal research reporting; however, it is felt that this decision should aid in reading and comprehending the results, since this is written primarily as an internal office report.

– ACKNOWLEDGEMENTS –

Acknowledgement and appreciation are made to Mr. George H. Barnes, Superintendent of Shelby County Schools, for his support and continuing interest in Adult Basic Education in Shelby County.

The contributions of Mr. C. L. Wells, Assistant Superintendent for Special Services for Shelby County Schools, are acknowledged. The status of Adult Basic Education in Shelby County is a direct result of his commitments and untiring efforts.

The contributions of Dr. Marshall C. Perritt, Assistant Superintendent of Instruction, Shelby County Schools, are acknowledged. This evaluation of Adult Basic Education in Shelby County was made possible through his approval and support.

Acknowledgement is made to Mr. Blake Welch, Director of Adult Education, Memphis City Schools, for his support and approval of this assessment of the Adult Basic Education Program.

Special acknowledgement and appreciation are made to Dr. Donnie Dutton, Professor of Adult Education, Memphis State University. He has served as consultant and resource person for the improvement of Shelby County's Adult Education Program. Without Dr. Dutton's assistance, this program could not have been assessed due to the limited amount of time that was available. Dr. Dutton's time and generosity has contributed to making this program a success.

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SUMMARY AND CONCLUSIONS

Background

The purpose of this research was to study the participants and teachers in the Shelby County Adult Basic Education Program to determine certain personal and educational characteristics that might have potential implications for program administrators.

Methodology

Participant-wise, all those adults attending ABE classes in the Shelby County program on the dates of May 14-31, 1973, were administered questionnaires by their respective teachers. Due to various factors such as lack of attendance on the dates administered, incomplete questionnaires, and data retrieval and storage problems, only 125 questionnaires were usable.

For the teacher portion of the study, all nineteen teachers in the program served as the study population.

Findings Relative to Students

Relative to adult basic education students, generally speaking:

1. No single age group was predominant; however, the majority were under forty years of age.
2. Males were about as likely to enroll as females.
3. Blacks were slightly more inclined to enroll than whites.
4. There was little difference between the tendency to enroll for black and white males; however, black females were more inclined to do so than were white females.
5. Black females were also more inclined to enroll than black males, with little difference between white males and white females.
6. The majority were married; however, a sizeable minority were single.
7. The majority indicated that they had completed between nine and twelve grades of public school prior to enrolling in ABE.

8. The majority were not employed at the time of the study. Those that were employed were working at menial, unskilled jobs. Most had aspirations for a skilled or semi-skilled job, with few aspiring for a professional occupation.

9. The income of the participants was low, with a sizeable number in the poverty category.

10. Most watched television, but no predominant viewing pattern emerged as far as programs or time of viewing, except most watched the 10 p.m. news on one of the three stations—Channel 13 received almost half of the responses.

11. Most listened to the radio, but the stations they listened to were many and varied; however, WDIA, WLOK, and WHBQ seemed to be the favorites. The time of day they listened was scattered throughout the spectrum; however, 6-8 a.m. seemed to be the favorite time; yet, only 41.6 percent listened at that particular time.

12. Of those that attended, friends or neighbors and teachers or principals seem to be the major sources from whom they learned about the ABE program. Employers, radio, television, and newspapers seem to have failed "to reach" those people—if, in fact, these media have been used by administrative personnel.

13. Travel to and from classes did not appear to be a major problem by those participating in the study.

14. The major reasons these people enrolled were varied; however, the three major reasons, listed in order of importance, were to improve myself, be able to do something I could not do very well, and to get a job or a better job.

15. Less than one percent indicated that their spouse disapproved of their participation in the ABE program.

16. The major thing the students wanted to learn upon enrolling in the class was math, with language and reading as second and third in importance.

17. Most were satisfied with their learning progress since enrolling.

18. For those having children, the spouse or relatives appeared to serve as babysitters while the participants attended classes.

19. Most of the participants were not receiving financial assistance from the government.

20. The major personal problem encountered by the participants was money. Drinking and drugs were listed by less than four percent of the participants respectively.

21. As far as consulting help relative to problems, they turned primarily to relatives and friends. Sources of free professional assistance such as public health personnel and cooperative extension agents were used rarely.

Relative to the participant's evaluation of the program, they felt that:

1. The materials used in the classes were interesting.
2. They were able to vote more intelligently.
3. They were more aware of health services available in the County.
4. They were more able to improve and protect their health as well as their family's.
5. They were more knowledgeable about their rights and responsibilities as citizens.
6. Their reading ability had improved.
7. Their ability to do arithmetic had improved.
8. Their ability to write had improved.
9. They had gained more confidence in their ability to learn.
10. The adult program allowed them to learn at their own rate of speed.
11. The adult program was helping them to reach the goal they had in mind when they enrolled.
12. They possessed a better understanding of credit costs and interest rates.
13. They could read and understand directions, labels, recipes, signs, newspapers, and magazines better than before.
14. They were able to spend their money more wisely.
15. Their teachers understood the problems of undereducated adults.
16. Their teachers assisted them with their lessons needed.
17. Their teachers did not embarrass them when they made mistakes.
18. Their teachers could give them more feedback about their progress.
19. They felt free to discuss problems with their teachers.
20. They were pleased with their progress in class.

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Findings Relative to Teachers

Relative to adult basic education teachers, generally speaking:

1. They ranged in age from less than thirty to fifty, with no single age group predominating.

2. Most of them were male.

3. The majority were white, but there was not a great deal of difference.

4. The majority possessed a master's degree.

5. The majority possessed more than one year's experience in adult basic education.

6. The majority devoted thirty minutes or less to lesson preparation for each class.

7. Almost half of the teachers received no pre-service training prior to teaching their first class, while the majority felt that they should have received a minimum of five hours of training.

8. Most of the teachers gave their local ABE administration a high rating relative to their support of ABE, belief in ABE, and knowledge of ABE.

9. Most teachers felt that the major reasons for non-enrollment by undereducated adults were unawareness of these people of the value of ABE, lack of interest, lack of transportation, and lack of child care.

10. Most teachers felt that their local ABE administration provided considerable assistance in guidance and counseling, ABE materials, program planning, teaching methods, recruitment, dropouts, and professional development. Almost half of the teachers felt that too little assistance was given relative to audio visual resources.

11. When asked to indicate to what extent they needed additional help from their local ABE administration, they listed guidance and counseling, ABE materials, teaching methods, recruitment, dropouts, audio visual resources, and professional development.

12. Most teachers indicated they seldom sought assistance from certain agencies to help their ABE students. These agencies were Employment Security, Public Health, MDTA Welfare, Rehabilitation, Religion, Law, Military, Civic Clubs, Business and Industry, and Agricultural Extension.

13. Most teachers sought assistance with ABE problems from their supervisors. The only other major resources used were other teachers and guidance counselors.

14. They felt that the major reasons for ABE dropouts were laziness, lack of transportation, personal problems, lack of child care, and peer influence.

Relative to evaluation of the adult basic education program, they felt that the program was successful in helping the students:

1. Understand the health services available from governmental and non-governmental agencies.
2. Understand how they can improve and protect the health of the family.
3. Realize the importance of participating in and contributing to healthful community practices.
4. Learn and comprehend the elements of science which will enable them to better understand and join in the life of their community and nation.
5. Better understand the different levels and functions of the three branches of the different levels of government.
6. Know and understand the purposes and functions of the three branches of the different levels of government.
7. Have a basic knowledge and appreciation of the political, economic, and social development of our country.
8. Make a self-inventory of study of personal qualifications.
9. Know how to locate job opportunities commensurate with ability.
10. Know the basic principles of job application and interviewing.
11. Develop health and personal qualities helpful in obtaining and holding a job.
12. Recognize the need for loyalty, honesty, and integrity in employment.
13. Increase pride in workmanship, regardless of the work.
14. Develop good work habits.
15. Understand employer reasons for refusing to hire or for discharging workers.
16. Realize that earning a living is characteristic of a good citizen.
17. Vote more intelligently.
18. Develop critical thinking.
19. Become more interested in the needs of the day.

20. Better use leisure time.

21. Recognize desirability of family unity.

22. Realize importance of cooperation with and consideration of other people in everyday living.

23. Improve and protect the health of themselves and their families.

24. Promote adherence to the democratic process.

25. Understand the responsibilities which accompany the rights of a citizen.

26. Acquire and improve the skills of addition, subtraction, multiplication, and division.

27. Develop understanding of fractions, decimals, percent and percentage.

28. Develop mathematical understanding of interest, budgeting, purchasing, and purchasing on time.

29. Apply arithmetic to ordinary daily activities.

30. Understand wages, income, and expenditures.

31. Enunciate and pronunciate more clearly.

32. Improve their writing.

33. Improve their listening skills.

34. Improve their composition.

35. Improve their word usage.

36. Improve their speaking ability.

37. Improve their reading comprehension.

38. Improve their word recognition.

39. Improve their reading vocabulary.

40. Improve their reading to increase knowledge.

41. Improve their ability to locate information.

42. Increase their recreational reading.

43. Develop the skills, attitudes, and knowledge required for existing or emerging jobs.

44. Apply arithmetic knowledge to shopping and spending money.

45. Increase motivation for job promotions or better jobs.

46. Realize the importance and ways of budgeting income.

47. Better understand and participate more in the life of the community.

48. Better comprehend and engage in political activities.

49. Understand credit costs and interest rates.

50. Read and understand labels, recipes, signs, newspapers, and simple directions.

51. Develop an appreciation for improved homes and surroundings.

Conclusions and Comments

With the problems encountered in conducting the study, it is difficult to draw many conclusions; however, the following seem appropriate:

1. The study was not conducted properly. Future efforts in this regard should be undertaken when insufficient time does not limit the construction, pre-testing, and administration of the questionnaires. A better data storage and retrieval system is needed in order to examine accurate facts about the program. Also, the questionnaires were teacher administered with no way of measuring the influence that may have been exerted on the participants to make the "teacher look good."

2. The penal population should be studied as a distinct group, and then one might possibly desire to compare them with other kinds of participants.

3. The teachers and students should have been given the same evaluation statements so that perceptual comparisons of program effectiveness could be made.

4. The television viewing and radio listening habits of the participants were examined, with no predominant trend emerging, except for the 10 p.m. News. One should be cognizant of the fact that the study was conducted at at time when reruns filled the television screens which may have affected the results.

   Maybe an even more important question for study is the television and radio habits of those people who need the instruction but do not enroll. Compared with the total need that exists, the percentage of enrollment is very small. One needs to ascertain ways of reaching this "large" group of people. One might even consider doing something so ridiculous as to locate some of these non-enrollees and simply ask them what it would take to get them in the classroom.

5. Transportation did not appear to be a major problem of those who attend; however, no measure is available of the effect this might have on non-enrollees.

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6. One might conclude that family approval is necessary for participation in the program since only .9 of a percent came with disapproval.

7. The student responses indicated a lack of use of much free professional help such as public health and agricultural and home economics extension personnel. The teachers also indicated that they did not use the services of these and other agency personnel to assist their students. Possibly, some attention might need to be given to this in future inservice sessions.

8. The perceptions of the student indicated that, generally speaking, the ABE program was successful; however, a final conclusion in this regard should not be drawn without knowing the average grade gain. This implies a uniform, systematic entry and exit level score for each student. Steps should be taken to assure the availability of such data in the future.

9. One hundred percent of the ABE students indicated that they were allowed to learn at their own rate of speed. The teachers should be commended for this.

10. Some improvement probably should be made relative to instruction on health, rights and responsibilities, writing, and the spending of money. It does not appear to be a serious problem, but some concern should be shown.

11. While seven percent is a very small number statistically, it represents too many people to be embarrassed by teachers when they make mistakes. One can only wonder as to how many others may have become dropouts because of this condition. "Word of mouth" tends to be the "best or worst" public relations device.

12. Students should feel free to discuss problems with their teachers. Most did; however, 6.5 percent did not—again a small number, but too many.

13. Students need more feedback about their progress. They need constant information as to how well they are performing, and they need as much positive stroking as possible.

14. The teachers did not receive adequate pre-service instruction before teaching their first ABE class. Some consideration should be given to correcting this, either with academic courses or adequate pre-service, non-credit sessions. One expects the teachers of day school to be professionally prepared for their duties. Why should the same not be expected of ABE teachers?

15. There were a few subject areas where the teachers indicated that they could use additional help such as guidance and counseling, dropouts, and the like. These could be given attention in workshops.

16. The teachers had various opinions as to why they felt that students dropped out. Maybe, one should conduct a follow-up study of the dropouts and obtain their reasons for leaving the educational scene. The results might or might not be different from why teachers "think" they dropout.

17. With 62.5 percent of the participants indicating that they had completed between nine and twelve grades, there appears to be a wide discrepancy between grade completion level and grade functional level. It was hoped that actual entry level or functional level in the ABE program could have been compared with grade completion level; however, insufficient data was available for this purpose.

18. When asked if they could have any job they wanted and were trained to do this job, sixty-two different positions were listed. Less than five percent of these were in professional occupations, with the remainder being about equally divided between semi-skilled and skilled jobs. This might indicate a realistic view of what their potential probable is, rather than viewing things through "rose colored glasses."

APPENDIX I

RESULTS OF ABE STUDENT QUESTIONNAIRE

AGE

The age distribution of the ABE participants was as follows:

Under 20	= 22.5 percent
20-29	= 24.2 percent
30-39	= 18.4 percent
40-49	= 17.3 percent
50-59	= 9.6 percent
60-69	= 6.9 percent
70-79	= 1.1 percent
	100.0

SEX

The sex distribution of the ABE participants was as follows:

Male	= 48.4 percent
Female	= 51.6 percent
	100.0

RACE

The race distribution of the ABE participants was as follows:

Black	= 55.8 percent
White	= 44.2 percent
	100.0

RACE AND SEX

If one were to hold the race of the ABE participants constant and examine the sex distribution, it would be divided as follows:

Black males	= 47.9 percent
White males	= 52.1 percent
	100.0

Black females	= 60.2 percent
White females	= 39.8 percent
	100.0
Black males	= 30.9 percent
Black females	= 69.1 percent
	100.0
White males	= 42.4 percent
White females	= 57.6 percent
	100.0

MARITAL STATUS

The distribution of the ABE participants relative to marital status was as follows:

Married	= 54.0 percent
Single	= 30.6 percent
Separated	= 7.3 percent
Divorced	= 5.7 percent
Widowed	= 2.4 percent
	100.0

LAST GRADE COMPLETED

The last public school grade completed by the ABE participants prior to enrolling in the program was as follows:

Grades 1-3	= 1.7 percent
Grades 4-6	= 10.2 percent
Grades 7-8	= 25.6 percent
Grades 9-12	= 62.5 percent
	100.0

EMPLOYMENT

When asked if they were presently employed, 43.0 percent indicated yes, and 57.0 percent said no.

Those that were employed were asked to list the job they held. Thirty-five different positions were listed, and they were all menial, unskilled jobs. They included such things as maid, cook, cafeteria worker, gas attendant, wood work, baby sitter, and laborer, among others.

When asked if they could have any job that they wanted and were trained to do this job, 62 different positions were listed. Less than 5 percent of those were in professional occupations, with the remainder being about equally divided between semi-skilled and skilled jobs.

YEARLY INCOME

The income distribution of the ABE participants was as follows:

Less than $1,000	= 36.1 percent
$1,000 – $1,999	= 12.8 percent
$2,000 – $2,999	= 11.6 percent
$3,000 – $3,999	= 11.6 percent
$4,000 – $4,999	= 7.0 percent
$5,000 or more	= 20.9 percent
	100.0

RECRUITMENT INFORMATION

The participants were asked various questions as to their television and radio habits, as well as other information of potential recruiting value. This information follows.

Television Program Viewed

When asked to indicate three television programs that they normally watched, 70 different programs were listed. Individually, the programs most often watched were as follows:

News	Yes = 72.5 percent No = 27.5 percent 100.0
Sanford and Son	Yes = 12.8 percent No = 87.2 percent 100.0
Kung Fu	Yes = 11.2 percent No = 88.8 percent 100.0
Movies	Yes = 9.6 percent No = 90.4 percent 100.0
Flip Wilson	Yes = 7.2 percent No = 92.8 percent 100.0
I Love Lucy	Yes = 7.2 percent No = 92.8 percent 100.0
Marcus Welby	Yes = 7.2 percent No = 92.8 percent 100.0

Bill Cosby	Yes = 4.0 percent No = 96.0 percent 100.0

Television Viewing Time

When asked to indicate the time they were most likely to view television on Monday through Friday, the following results were found:

6-8 a.m.	Yes = 3.2 percent No = 96.8 percent 100.0
8-10 a.m.	Yes = 7.2 percent No = 92.8 percent 100.0
10-noon	Yes = 10.4 percent No = 89.6 percent 100.0
Noon-2 p.m.	Yes = 20.0 percent No = 80.0 percent 100.0
2-4 p.m.	Yes = 8.8 percent No = 91.2 percent 100.0
4-6 p.m.	Yes = 20.0 percent No = 80.0 percent 100.0
6-8 p.m.	Yes = 24.8 percent No = 75.2 percent 100.0
8-10 p.m.	Yes = 47.2 percent No = 52.8 percent 100.0
After 10 p.m.	Yes = 20.8 percent No = 79.2 percent 100.0

The time of day of viewing television on Saturdays and Sundays proved to be about as varied as the Monday through Friday viewing habits; therefore, no data will be presented in this regard.

When asked if they generally watched the 10 p.m. news on television, 72.5 percent indicated yes.

When asked which channel they generally viewed the news on, the following results were found:

Channel 13	= 49.4 percent
Channel 3	= 32.6 percent
Channel 5	= 18.0 percent
	100.0

RADIO STATIONS TO WHICH THEY LISTENED

When asked to indicate the radio stations to which they normally listened, the responses were divided among 18 radio stations as follows:

WDIA	Yes = 49.6 percent
	No = 50.4 percent
	100.0
WLOK	Yes = 44.0 percent
	No = 56.0 percent
	100.0
WHBQ	Yes = 36.0 percent
	No = 64.0 percent
	100.0
WMPS	Yes = 21.6 percent
	No = 78.4 percent
	100.0
FM 100	Yes = 16.8 percent
	No = 83.2 percent
	100.0
FM 104	Yes = 16.8 percent
	No = 83.2 percent
	100.0
WREC	Yes = 16.0 percent
	No = 84.0 percent
	100.0
KWLM	Yes = 8.8 percent
	No = 91.2 percent
	100.0
WMC	Yes = 6.4 percent
	No = 93.6 percent
	100.0

KWAM	Yes = 4.0 percent No = 96.0 percent 100.0
KWEM	Yes = 3.2 percent No = 96.8 percent 100.0
FM 106	Yes = 2.4 percent No = 97.6 percent 100.0
WHER	Yes = 1.6 percent No = 98.4 percent 100.0
WMQM	Yes = 1.6 percent No = 98.4 percent 100.0
WEZI	Yes = 1.6 percent No = 98.4 percent 100.0
FM 105	Yes = 1.6 percent No = 98.4 percent 100.0
WLAC	Yes = 1.6 percent No = 98.4 percent 100.0
WHAM	Yes = 1.6 percent No = 98.4 percent 100.0

When asked to indicate the times they were most likely to listen to the radio, the following results were found:

6-8 a.m.	Yes = 41.6 percent No = 58.4 percent 100.0
8-10 a.m.	Yes = 16.8 percent No = 83.2 percent 100.0
10-noon	Yes = 8.0 percent No = 92.0 percent 100.0

Noon-2 p.m.	Yes = 11.2 percent No = 88.8 percent 100.0
2-4 p.m.	Yes = 17.6 percent No = 82.4 percent 100.0
4-6 p.m.	Yes = 24.8 percent No = 75.2 percent 100.0
6-8 p.m.	Yes = 16.8 percent No = 83.2 percent 100.0
8-10 p.m.	Yes = 14.4 percent No = 85.6 percent 100.0
After 10 p.m.	Yes = 16.8 percent No = 83.2 percent 100.0
All day	Yes = 1.6 percent No = 98.4 percent 100.0

SOURCES LEARNED ABOUT ABE

When asked to indicate the sources from which they heard about ABE classes, the following results were found:

Friends or neighbors	Yes = 39.2 percent No = 60.8 percent 100.0
Teacher or principal	Yes = 32.8 percent No = 67.2 percent 100.0
Relatives	Yes = 10.4 percent No = 89.6 percent 100.0
Employer	Yes = 8.8 percent No = 91.2 percent 100.0

Newspaper	Yes = 6.4 percent No = 93.6 percent 100.0
Radio	Yes = 5.6 percent No = 94.4 percent 100.0
Television	Yes = 4.8 percent No = 95.2 percent 100.0
Church	Yes = 4.0 percent No = 96.0 percent 100.0

CLASS TRANSPORTATION

The participants were asked various questions pertaining to class transportation. The results follow.

Distance Traveled

When asked to indicate the distance traveled to class, the participants responded as follows:

Less than 1 mile	= 51.8 percent
1-4.9 miles	= 34.5 percent
5-9.9 miles	= 8.2 percent
10 or more miles	= 5.5 percent
	100.0

Method of Travel

When asked how they usually traveled to class, the participants responded as follows:

Own car	= 39.8 percent
Walked	= 32.7 percent
Rode with others	= 26.5 percent
Bus or taxi	= 1.0 percent
	100.0

Transportation Problems

When asked how often they missed class due to transportation problems, the participants responded as follows:

Never	= 60.2 percent
Seldom	= 23.0 percent
Some	= 11.5 percent
A great deal	= 5.3 percent
	100.0

REASONS FOR ENROLLING

When asked to indicate the main reasons for enrolling in class, the participants responded as follows:

Improve myself	Yes = 52.8 percent
	No = 47.2 percent
	100.0
Be able to do something I could not do very well	Yes = 37.6 percent
	No = 62.4 percent
	100.0
Get a job or better job	Yes = 28.0 percent
	No = 72.0 percent
	100.0
Meet new friends	Yes = 7.2 percent
	No = 92.8 percent
	100.0
Impress my friends	Yes = 4.0 percent
	No = 96.0 percent
	100.0
Wanted something to do	Yes = 2.4 percent
	No = 97.6 percent
	100.0
Get out of the house	Yes = 2.4 percent
	No = 97.6 percent
	100.0

When asked to indicate the most important reason for enrolling, the participants responded as follows:

Improve myself	= 48.7 percent
Get a job or better job	= 27.0 percent
Wanted something to do	= 13.5 percent
To be able to do something I could not do very well	= 10.8 percent
	100.0

APPROVAL OF SPOUSE

When asked how their wife (girlfriend) or husband (boyfriend) felt about them taking the class, the participants responded as follows:

Pleased	= 84.9 percent
Does not care	= 14.2 percent
Not pleased	= .9 percent
	100.0

MAJOR LEARNING DESIRE

When asked what they want to learn most of all when they first enrolled in class, the participants responded as follows:

Math	= 36.5 percent
Language	= 19.8 percent
Reading	= 15.1 percent
GED	= 10.3 percent
Spelling	= 4.0 percent
Science	= 2.4 percent
Typing	= 1.6 percent
Writing	= 1.6 percent
Geography	= .8 percent
Various other statements	= 7.9 percent
	100.0

PROGRESS SATISFACTION

When asked if they were satisfied with their progress toward learning, 89.7 percent indicated yes, while 10.3 percent stated no.

CHILD CARE

When asked who cared for their children while they attended school, the participants responded as follows:

Do not have children	= 37.9 percent
Wife, husband, girlfriend	= 41.0 percent
Relatives	= 16.8 percent
Neighbors or friends	= 3.2 percent
Nursery School	= 1.1 percent
	100.0

FINANCIAL ASSISTANCE

When asked if they received money from any government agencies, the participants responded as follows:

None	= 83.0 percent
Welfare of AID	= 8.0 percent
Social security	= 6.3 percent
Unemployment	= 2.7 percent
	100.0

PERSONAL OR FAMILY PROBLEMS

When asked to indicate the personal or family problems that bothered them quite often, the participants responded as follows:

Money	Yes = 49.6 percent
	No = 50.4 percent
	100.0
Family	Yes = 28.0 percent
	No = 72.0 percent
	100.0
Sickness	Yes = 19.2 percent
	No = 80.8 percent
	100.0
Work	Yes = 10.4 percent
	No = 89.6 percent
	100.0
Housing	Yes = 8.8 percent
	No = 91.2 percent
	100.0
Drinking	Yes = 1.6 percent
	No = 98.4 percent
	100.0
Drugs	Yes = 1.6 percent
	No = 98.4 percent
	100.0

When asked who they had consulted about their problems in the past three years, the participants responded as follows:

Relatives	Yes = 45.6 percent No = 54.4 percent 100.0
Friend	Yes = 40.0 percent No = 60.0 percent 100.0
Doctor	Yes = 24.0 percent No = 76.0 percent 100.0
Lawyer	Yes = 15.2 percent No = 84.8 percent 100.0
School teacher or principal	Yes = 11.2 percent No = 88.8 percent 100.0
Welfare worker	Yes = 11.2 percent No = 88.8 percent 100.0
Preacher	Yes = 9.6 percent No = 90.4 percent 100.0
Banker, money lender	Yes = 10.4 percent No = 89.6 percent 100.0
Police	Yes = 4.8 percent No = 95.2 percent 100.0
Public health nurse	Yes = 1.6 percent No = 98.4 percent 100.0
Politicians	Yes = 1.6 percent No = 98.4 percent 100.0

Palmist or fortune teller	Yes =	1.6 percent
	No =	98.4 percent
		100.0
Extension agent	Yes =	0.8 percent
	No =	99.2 percent
		100.0

PROGRAM EVALUATION

The participants were given twenty statements relative to the ABE program and were asked to indicate their agreement or disagreement with these. Their responses follows:

1.	Materials provided for me in this class are interesting to adults.	Agree	= 93.2 percent
		Disagree	= 6.8 percent
			100.0
2.	The adult program has helped me to be able to vote more intelligently.	Agree	= 74.3 percent
		Disagree	= 25.7 percent
			100.0
3.	The adult program has helped me to become aware of health services available in the county.	Agree	= 60.8 percent
		Disagree	= 39.2 percent
			100.0
4.	The adult program has shown me how I can improve and protect the health of myself and my family.	Agree	= 74.3 percent
		Disagree	= 25.7 percent
			100.0
5.	The adult program has helped me to understand my rights and responsibilities as an individual citizen.	Agree	= 84.1 percent
		Disagree	= 15.9 percent
			100.0
6.	The adult program has helped me to improve my reading ability.	Agree	= 96.6 percent
		Disagree	= 3.4 percent
			100.0
7.	The adult program has helped me to improve my arithmetic ability.	Agree	= 98.3 percent
		Disagree	= 1.7 percent
			100.0
8.	The adult program has helped me to improve my ability to write.	Agree	= 86.4 percent
		Disagree	= 13.6 percent
			100.0
9.	The adult program has given me more confidence in my ability to learn.	Agree	= 93.2 percent
		Disagree	= 6.8 percent
			100.0

10.	The adult program allows me to learn at my own rate of speed.	Agree Disagree	=100.0 percent = 0.0 percent 100.0
11.	The adult program is helping me to reach the goal I had in mind when I enrolled.	Agree Disagree	= 94.7 percent = 5.3 percent 100.0
12.	The adult program has helped me to better understand credit costs and interest rates.	Agree Disagree	= 86.4 percent = 13.6 percent 100.0
13.	The adult program has helped me to read and understand directions, labels, recipes, signs, newspapers, and magazines.	Agree Disagree	= 93.2 percent = 6.8 percent 100.0
14.	The adult program has helped me in spending my money more wisely.	Agree Disagree	= 75.5 percent = 24.5 percent 100.0
15.	My teacher understands the problems of undereducated adults.	Agree Disagree	= 98.2 percent = 1.8 percent 100.0
16.	My teacher readily helps me with my lessons when I need help.	Agree Disagree	= 96.6 percent = 3.4 percent 100.0
17.	My teacher sometimes embarrasses students when they make mistakes.	Agree Disagree	= 7.0 percent = 93.0 percent 100.0
18.	My teacher should talk more often with me about my progress.	Agree Disagree	= 52.2 percent = 47.8 percent 100.0
19.	I feel free to discuss with my teachers any problems that interfere with my attending class or that interfere with my learning in class.	Agree Disagree	= 93.5 percent = 6.5 percent 100.0
20.	In general, I am pleased with my progress in this adult class.	Agree	= 95.7 percent = 4.3 percent 100.0

APPENDIX II

RESULTS OF TEACHER QUESTIONNAIRE

AGE

The age distribution of the teachers in the ABE program was as follows:

Less than 30	= 26.4 percent
30-39	= 36.8 percent
40-49	= 36.8 percent
50 and over	= 0.0 percent
	100.0

SEX

The sex distribution of the teachers in the ABE program was as follows:

Male	= 70.5 percent
Female	= 29.5 percent
	100.0

RACE

The race distribution of the teachers in the ABE program was as follows:

White	= 55.6 percent
Black	= 44.4 percent
	100.0

EDUCATIONAL BACKGROUND

The educational background of the teachers in the ABE program was as follows:

Less than master's	= 38.9 percent
Master's or more	= 61.1 percent
	100.0

YEARS EXPERIENCE IN ABE

The distribution according to years of experience in ABE was as follows:

Less than 1	=	21.1 percent
1-3	=	42.1 percent
More than 3	=	36.8 percent
		100.0

PLANNING TIME

When asked as to the amount of time they generally devoted to lesson preparation for each ABE class, the distribution was as follows:

30 minutes or less	=	52.6 percent
31-60 minutes	=	36.8 percent
more than 60 minutes	=	10.6 percent
		100.0

PRE-SERVICE TRAINING

When asked to indicate the amount of training they received prior to teaching their first class, the results were as follows:

None	=	47.4 percent
1-4 hours	=	21.1 percent
5 or more	=	31.5 percent
		100.0

When asked to indicate the minimum amount of training that they felt a new ABE teacher should receive prior to teaching his or her first class, the results were as follows:

None	=	16.6 percent
1-4 hours	=	27.8 percent
5 or more hours	=	55.6 percent
		100.0

RATING OF ABE ADMINISTRATION

When asked to rate their local ABE administration on support of ABE, belief in ABE, and knowledge of ABE, the results were as follows:

Support of ABE

Strong	=	84.2 percent
Moderate	=	15.8 percent
Weak	=	0.0 percent
		100.0

Belief in ABE

Strong	=	94.4 percent
Moderate	=	5.6 percent
Weak	=	0.0 percent
		100.0

Knowledge of ABE

Strong	=	88.9 percent
Moderate	=	11.1 percent
Weak	=	0.0 percent
		100.0

REASONS FOR NON-ENROLLMENT

When asked to indicate why they felt eligible ABE participants did not enroll in classes, the results were as follows:

1.	Unawareness of these people of value of ABE.	Yes = 52.6 percent No = 47.4 percent 100.0
2.	Lack of interest by the people.	Yes = 52.6 percent No = 47.4 percent 100.0
3.	Lack of transportation.	Yes = 47.4 percent No = 52.6 percent 100.0
4.	Lack of child care.	Yes = 47.4 percent No = 52.6 percent 100.0
5.	Failure of ABE program to meet their needs.	Yes = 26.3 percent No = 73.7 percent 100.0
6.	Unawareness by these people of value of ABE programs.	Yes = 26.3 percent No = 73.7 percent 100.0
7.	Conflict with class time.	Yes = 15.8 percent No = 84.2 percent 100.0
8.	Lack of funds.	Yes = 15.8 percent No = 84.2 percent 100.0
9.	Influence of friends and neighbors.	Yes = 15.8 percent No = 84.2 percent 100.0
10.	Influence of spouse or family.	Yes = 10.5 percent No = 89.5 percent 100.0
11.	Lack of interest by ABE administration.	Yes = 5.3 percent No = 94.7 percent 100.0
12.	Unsatisfactory location of classes.	Yes = 0.0 percent No = 100.0 percent 100.0

ADMINISTRATIVE ASSISTANCE

When asked to indicate the amount of assistance they received from ABE administrative personnel in various areas, the teachers responded as follows:

Guidance and Counseling

Great	= 31.6 percent
Moderate	= 63.1 percent
Little	= 5.3 percent
None	= 0.0 percent
	100.0

ABE Materials

Great	= 52.6 percent
Moderate	= 42.1 percent
Little	= 5.3 percent
None	100.0

Program Planning

Great	= 21.1 percent
Moderate	= 52.6 percent
Little	= 26.3 percent
None	= 0.0 percent
	100.0

Teaching Methods

Great	= 21.1 percent
Moderate	= 52.6 percent
Little	= 26.3 percent
None	= 0.0 percent
	100.0

Recruitment

Great	= 22.2 percent
Moderate	= 55.6 percent
Little	= 22.2 percent
None	= 0.0 percent
	100.0

Dropouts

Great	= 15.8 percent
Moderate	= 47.4 percent
Little	= 26.3 percent
None	= 10.5 percent
	100.0

Audio Visual Resources

Great	= 26.3 percent
Moderate	= 26.3 percent
Little	= 42.1 percent
None	= 5.3 percent
	100.0

Professional Development

Great	= 36.8 percent
Moderate	= 52.6 percent
Little	= 10.6 percent
None	= 0.0 percent
	100.0

ADMINISTRATIVE ASSISTANCE NEEDED

When asked to indicate to what extent they need additional help from their local ABE administrators, the teachers responded as follows:

Guidance and Counseling

Great	= 0.0 percent
Moderate	= 47.1 percent
Little	= 23.5 percent
None	= 29.4 percent
	100.0

ABE Materials

Great	= 5.6 percent
Moderate	= 50.0 percent
Little	= 22.2 percent
None	= 22.2 percent
	100.0

Program Planning

Great	= 5.9 percent
Moderate	= 23.5 percent
Little	= 47.1 percent
None	= 23.5 percent
	100.0

Teaching Methods

Great	= 0.0 percent
Moderate	= 42.1 percent
Little	= 36.8 percent
None	= 21.1 percent
	100.0

Recruitment

Great	= 38.9 percent
Moderate	= 22.2 percent
Little	= 22.2 percent
None	= 16.7 percent
	100.0

Dropouts

Great	= 11.8 percent
Moderate	= 35.3 percent
Little	= 23.5 percent
None	= 29.4 percent
	100.0

Audio-Visual Resources

Great	= 5.9 percent
Moderate	= 35.3 percent
Little	= 35.3 percent
None	= 23.5 percent
	100.0

Professional Development

Great	= 0.0 percent
Moderate	= 55.6 percent
Little	= 27.8 percent
None	= 16.6 percent
	100.0

AGENCY REFERRALS

When asked to indicate the extent to which they used the services of various agencies to help their ABE students, the teachers responded as follows:

Employment Security

Often	= 0.0 percent
Sometimes	= 26.3 percent
Seldom	= 21.1 percent
Not used	= 52.6 percent
	100.0

Public Health

Often	= 5.6 percent
Sometimes	= 16.7 percent
Seldom	= 22.2 percent
Not used	= 55.5 percent
	100.0

MDTA

Often	= 11.8 percent
Sometimes	= 23.5 percent
Seldom	= 17.6 percent
Not used	= 47.1 percent
	100.0

Welfare

Often	= 5.6 percent
Sometimes	= 11.1 percent
Seldom	= 22.2 percent
Not used	= 61.1 percent
	100.0

Rehabilitation

Often	= 10.0 percent
Sometimes	= 5.0 percent
Seldom	= 20.0 percent
Not used	= 65.0 percent
	100.0

Religious

Often	= 11.8 percent
Sometimes	= 17.6 percent
Seldom	= 5.9 percent
Not used	= 64.7 percent
	100.0

Law

Often	= 5.6 percent
Sometimes	= 16.6 percent
Seldom	= 5.6 percent
Not used	= 72.2 percent
	100.0

Military

Often	= 0.0 percent
Sometimes	= 11.1 percent
Seldom	= 11.1 percent
Not used	= 77.8 percent
	100.0

Civic

Often	= 0.0 percent
Sometimes	= 17.6 percent
Seldom	= 29.5 percent
Not used	= 52.9 percent
	100.0

Business and Industry

Often	= 5.9 percent
Sometimes	= 29.4 percent
Seldom	= 17.6 percent
Not used	= 47.1 percent
	100.0

Public Schools

Often	= 38.9 percent
Sometimes	= 22.2 percent
Seldom	= 11.1 percent
Not used	= 27.8 percent
	100.0

Agricultural Extension

Often	=	0.0 percent
Sometimes	=	12.5 percent
Seldom	=	18.8 percent
Not used	=	68.7 percent
		100.0

PROBLEM DISCUSSION

When asked with whom they usually discussed problems encountered in their ABE duties, the teachers responded as follows:

Superintendent

Yes	=	5.3 percent
No	=	94.7 percent
		100.0

ABE Supervisor

Yes	=	100.0 percent
No	=	0.0 percent
		100.0

State Department Personnel

Yes	=	21.1 percent
No	=	78.9 percent
		100.0

Public School Principal

Yes	=	0.0 percent
No	=	100.0 percent
		100.0

Another Teacher

Yes	=	63.2 percent
No	=	36.8 percent
		100.0

Guidance Counselor

Yes	=	42.1 percent
No	=	57.9 percent
		100.0

ATTENDANCE

When asked as to the percent of students who generally attended each ABE class, it was found that class attendance was approximately 60 percent; however, it varied from about 15 to 95 percent.

REASONS FOR DROPOUTS

When asked what they thought were the primary reasons for dropouts in the ABE program, the teachers responded as follows:

Undesirable Location of Classes

Yes	= 0.0 percent
No	= 100.0 percent
	100.0

Irrelevant Curriculum

Yes	= 21.1 percent
No	= 78.9 percent
	100.0

School Work Too Difficult

Yes	= 5.3 percent
No	= 94.7 percent
	100.0

Personality Difficulties

Yes	= 5.3 percent
No	= 94.7 percent
	100.0

Moved from Community

Yes	= 26.3 percent
No	= 73.7 percent
	100.0

Lack of Guidance and Counseling

Yes	= 0.0 percent
No	= 100.0 percent
	100.0

Lack of Satisfactory Progress

Yes	= 10.5 percent
No	= 89.5 percent
	100.0

Meeting Time	
Yes	= 0.0 percent
No	= 100.0 percent
	100.0
Entered Training Program	
Yes	= 5.3 percent
No	= 94.7 percent
	100.0
Declining Interest	
Yes	= 21.1 percent
No	= 78.9 percent
	100.0
Secured Job	
Yes	= 15.8 percent
No	= 84.2 percent
	100.0
Laziness	
Yes	= 50.0 percent
No	= 50.0 percent
	100.0
Lack of Transportation	
Yes	= 52.6 percent
No	= 47.4 percent
	100.0
Personal Problems	
Yes	= 42.1 percent
No	= 57.9 percent
	100.0
Child Care	
Yes	= 50.0 percent
No	= 50.0 percent
	100.0
Peer Influence	
Yes	= 31.6 percent
No	= 68.4 percent
	100.0
Health Problems	
Yes	= 10.5 percent
No	= 89.5 percent
	100.0

PROGRAM ACCOMPLISHMENTS

When asked to rate the Shelby County ABE program in helping the students to accomplish various skills, the teachers responded as follows:

1.	Understand the health services available from governmental and non-governmental agencies.	High Moderate Low	= 27.8 percent = 55.6 percent = 16.6 percent 100.0
2.	Understand how they can improve and protect the health of the family.	High Moderate Low	= 16.7 percent = 72.2 percent = 11.1 percent 100.0
3.	Realize the importance of participating in and contributing to healthful community practices.	High Moderate Low	= 22.2 percent = 66.7 percent = 11.1 percent 100.0
4.	Learn and comprehend the elements of science which will enable them to better understand and join in the life of their community and nation.	High Moderate Low	= 22.2 percent = 72.2 percent = 5.6 percent 100.0
5.	Better understand the different levels of democratic systems of government and functions of each.	High Moderate Low	= 50.0 percent = 44.4 percent = 5.6 percent 100.0
6.	Know and understand the purposes and functions of the three branches of the different levels of government.	High Moderate Low	= 50.0 percent = 44.4 percent = 5.6 percent 100.0
7.	Have a basic knowledge and appreciation of the political, economic, and social development of our country.	High Moderate Low	= 33.3 percent = 55.6 percent = 11.1 percent 100.0
8.	Make a self-inventory or study of personal qualifications.	High Moderate Low	= 23.5 percent = 70.6 percent = 5.9 percent 100.0
9.	Know how to locate job opportunities commensurate with ability.	High Moderate Low	= 27.8 percent = 55.6 percent = 16.6 percent 100.0

10. Know the basic principles of job application and interviewing.	High	= 27.8 percent
	Moderate	= 72.2 percent
	Low	= 0.0 percent
		100.0
11. Develop health and personal qualities helpful in obtaining and holding a job.	High	= 16.7 percent
	Moderate	= 72.2 percent
	Low	= 11.1 percent
		100.0
12. Recognize the need for loyalty, honesty and integrity in employment.	High	= 55.6 percent
	Moderate	= 44.4 percent
	Low	= 0.0 percent
		100.0
13. Increase pride in workmanship regardless of the work.	High	= 55.6 percent
	Moderate	= 38.9 percent
	Low	= 5.5 percent
		100.0
14. Develop good work habits.	High	= 55.6 percent
	Moderate	= 38.9 percent
	Low	= 5.5 percent
		100.0
15. Understand employer reasons for refusing to hire or for discharging workers.	High	= 29.4 percent
	Moderate	= 58.8 percent
	Low	= 11.8 percent
		100.0
16. Realize that earning a living is characteristic of a good citizen.	High	= 64.7 percent
	Moderate	= 35.3 percent
	Low	= 0.0 percent
		100.0
17. Vote more intelligently.	High	= 44.4 percent
	Moderate	= 50.0 percent
	Low	= 5.6 percent
		100.0
18. Develop critical thinking.	High	= 50.0 percent
	Moderate	= 44.4 percent
	Low	= 5.6 percent
		100.0
19. Become more interested in the needs of the day.	High	= 66.7 percent
	Moderate	= 27.8 percent
	Low	= 5.5 percent
		100.0

20.	Better use of leisure time.	High	= 38.9 percent
		Moderate	= 55.6 percent
		Low	= 5.5 percent
			100.0
21.	Recognize desirability of family unity.	High	= 41.2 percent
		Moderate	= 52.9 percent
		Low	= 5.9 percent
			100.0
22.	Realize importance of cooperation with and consideration of other people in everyday living.	High	= 50.0 percent
		Moderate	= 50.0 percent
		Low	= 0.0 percent
			100.0
23.	Improve and protect the health of themselves and their families.	High	= 44.4 percent
		Moderate	= 55.6 percent
		Low	= 0.0 percent
			100.0
24.	Promote adherence to the democratic process.	High	= 38.9 percent
		Moderate	= 55.6 percent
		Low	= 5.5 percent
			100.0
25.	Understand the responsibilities which accompany the rights of a citizen.	High	= 55.6 percent
		Moderate	= 38.9 percent
		Low	= 5.5 percent
			100.0
26.	Acquire and improve the skills of addition, subtraction, multiplication and division.	High	= 89.5 percent
		Moderate	= 10.5 percent
		Low	= 0.0 percent
			100.0
27.	Develop understanding of fractions, decimals, percent and percentage.	High	= 84.2 percent
		Moderate	= 10.5 percent
		Low	= 5.3 percent
			100.0
28.	Develop mathematical understanding of interest, budgeting, purchasing, and purchasing on time.	High	= 73.7 percent
		Moderate	= 21.1 percent
		Low	= 5.2 percent
			100.0
29.	Apply arithmetic to ordinary daily activities.	High	= 63.2 percent
		Moderate	= 36.8 percent
		Low	= 0.0 percent
			100.0

30. Understand wages, income and expenditures.	High	= 73.7 percent
	Moderate	= 26.3 percent
	Low	= 0.0 percent
		100.0
31. Enunciation and pronunciation.	High	= 57.9 percent
	Moderate	= 36.8 percent
	Low	= 5.3 percent
		100.0
32. Penmanship.	High	= 26.3 percent
	Moderate	= 57.9 percent
	Low	= 15.8 percent
		100.0
33. Listening.	High	= 42.1 percent
	Moderate	= 47.4 percent
	Low	= 10.5 percent
		100.0
34. Written composition.	High	= 26.3 percent
	Moderate	= 63.2 percent
	Low	= 10.5 percent
		100.0
35. Word usage.	High	= 66.7 percent
	Moderate	= 33.3 percent
	Low	= 0.0 percent
		100.0
36. Speaking.	High	= 57.9 percent
	Moderate	= 31.6 percent
	Low	= 10.5 percent
		100.0
37. Reading comprehension.	High	= 63.2 percent
	Moderate	= 36.8 percent
	Low	= 0.0 percent
		100.0
38. Word recognition.	High	= 68.4 percent
	Moderate	= 31.6 percent
	Low	= 0.0 percent
		100.0
39. Reading vocabulary.	High	= 63.2 percent
	Moderate	= 36.8 percent
	Low	= 0. 0 percent
		100.0

40.	Reading to increase knowledge.	High	= 68.4 percent
		Moderate	= 26.3 percent
		Low	= 5.3 percent
			100.0
41.	Locating information.	High	= 57.9 percent
		Moderate	= 31.6 percent
		Low	= 10.5 percent
			100.0
42.	Recreational reading.	High	= 47.4 percent
		Moderate	= 36.8 percent
		Low	= 15.8 percent
			100.0
43.	Develop the skills, attitudes, and knowledge required for existing or emerging jobs.	High	= 42.1 percent
		Moderate	= 42.1 percent
		Low	= 15.8 percent
			100.0
44.	Apply arithmetic knowledge to shopping and spending money.	High	= 55.6 percent
		Moderate	= 33.3 percent
		Low	= 11.1 percent
			100.0
45.	Increase motivation for job promotions or better jobs.	High	= 47.4 percent
		Moderate	= 42.1 percent
		Low	= 10.5 percent
			100.0
46.	Realize the importance of and ways of budgeting income.	High	= 63.2 percent
		Moderate	= 31.6 percent
		Low	= 5.2 percent
			100.0
47.	Better understand and participate more in the life of the community.	High	= 52.6 percent
		Moderate	= 47.4 percent
		Low	= 0.0 percent
			100.0
48.	Better comprehend and engage in political activities.	High	= 42.1 percent
		Moderate	= 42.1 percent
		Low	= 15.8 percent
			100.0
49.	Understand credit costs and interest rates.	High	= 68.4 percent
		Moderate	= 31.6 percent
		Low	= 0.0 percent
			100.0

50. Read and understand labels, recipes, signs, newspapers, and simple directions.	High	= 68.4	percent
	Moderate	= 15.8	percent
	Low	= 15.8	percent
		100.0	
51. Develop an appreciation for improved homes and surroundings.	High	= 52.6	percent
	Moderate	= 36.8	percent
	Low	= 10.6	percent
		100.0	

APPENDIX III
ABE STUDENT QUESTIONNAIRE

As you read each of the following items, please check the answer that best fits you or write in the correct answer when requested to do so.

1. AGE (Check only one.)

_____Under 20 _____50 – 59

_____20 – 29 _____60 – 69

_____30 – 39 _____70 – 79

_____40 – 49 _____80 or older

2. SEX (Check only one.)

_____Male

_____Female

3. RACE (Check only one.)

_____ Black

_____ White

_____ Other

4. MARITAL STATUS (Check only one.)

_____ Married _____ Single

_____ Separated _____ Widowed

_____ Divorced

5. PLEASE LIST THE LAST GRADE YOU COMPLETED IN SCHOOL BEFORE YOU ENROLLED IN ADULT CLASSES.

_____Grade Completed

6. DO YOU HAVE A JOB NOW? (Check only one.)

____Yes ____No

7. IF YOU HAVE A JOB NOW, PLEASE LIST IT. (If you do not, do not answer this item.)

_____Name of job

8. IF YOU DO NOT HAVE A JOB, ABOUT HOW LONG HAVE YOU BEEN UNEMPLOYED? (If you have a job, do not answer this item. Check only one.)

_____ Less than 6 months

_____ 6 months to 1 year

_____ More than 1 year

9. THE JOB YOU ARE NOW BEST TRAINED TO DO IS:

_____

10. IF YOU COULD HAVE ANY JOB YOU WANTED AND WERE TRAINED TO DO THIS JOB, IT WOULD BE:

_____

11. MY YEARLY INCOME IS: (Check only one.)

_____ Less than $1,000

_____ $1,000 – $1,999

_____ $2,000 – $2,999

_____ $3,000 – $3,999

_____ $4,000 – $4,999

_____ $5,000 or more

12. NAME THREE PROGRAMS YOU REGULARLY WATCH ON TELEVISION.

_____

_____

_____

13. WHAT TIME ARE YOU MOST LIKELY TO WATCH TELEVISION MONDAY THROUGH FRIDAY? (Check more than one if necessary.)

_____ 6 – 8 a.m.

_____ 8 – 10 a.m.

_____ 10 – Noon

_____ Noon – 2 p.m.

_____ 2 – 4 p.m.

_____ 4 – 6 p.m.

_____ 6 – 8 p.m.

_____ 8 – 10 p.m.

_____ After 10 p.m.

14. WHAT TIME ARE YOU MOST LIKELY TO WATCH TELEVISION ON SATURDAY? (Check more than one if necessary.)

_____ 6 – 8 a. m.
_____ 8 – 10 a.m.
_____ 10 – Noon
_____ Noon – 2 p.m.
_____ 2 – 4 p.m.
_____ 4 – 6 p.m.
_____ 6 – 8 p.m.
_____ 8 – 10 p.m.
_____ After 10 p.m.

15. WHAT TIME ARE YOU MOST LIKELY TO WATCH TELEVISION ON SUNDAY? (Check more than one if necessary.)

_____ 6 – 8 a.m.
_____ 8 – 10 a.m.
_____ 10 – Noon
_____ Noon – 2 p.m.
_____ 2 – 4 p.m.
_____ 4 – 6 p.m.
_____ 6 – 8 p.m.
_____ 8 – 10 p.m.
_____ After 10 p.m.

16. LIST THE RADIO STATIONS YOU NORMALLY LISTEN TO IN ORDER OF IMPORTANCE.

_____

_____

_____

17. WHAT TIME ARE YOU MOST LIKELY TO LISTEN TO RADIO? (Check more than one if necessary.)

_____ 6 – 8 a.m.
_____ 8 – 10 a.m.
_____ 10 – Noon
_____ Noon – 2 p.m.
_____ 2 – 4 p.m.
_____ 4 – 6 p.m.
_____ 6 – 8 p.m.
_____ 8 – 10 p.m.
_____ After 10 p.m.

18. DO YOU USUALLY WATCH THE 10:00 NEWS ON TELEVISION AT NIGHT? (Check only one.)

_____ Yes _____ No

19. IF YOU ANSWERED NUMBER 1 YES, WHICH CHANNEL DO YOU USUALLY WATCH? (Check only one.)

_____ Channel 13, WHBQ

_____ Channel 5, WMC

_____ Channel 3, WREC

20. HOW FAR DO YOU LIVE FROM YOUR ADULT CLASS? (Check only one.)

_____ Less than 1 mile

_____ 1 – 4.9 miles

_____ 5 – 9.9 miles

_____ 10 – 14.9 miles

_____ 15 – 19.9 miles

_____ 20 or more miles

21. HOW DO YOU USUALLY GET TO CLASS? (Check only one.)

_____ Walk

_____ Bus

_____ My own car

_____ Ride with friend or relative

_____ Taxi

22. HOW OFTEN DO YOU MISS CLASS DUE TO TRANSPORTATION PROBLEMS? (Check only one.)

_____ Never

_____ Seldom

_____ Some

_____ A Great Deal

23. FROM WHAT SOURCES HAVE YOU HEARD ABOUT ADULT CLASSES? (Check all that apply. Draw a circle around the first source from which you heard it.)

_____ Friends or neighbors

_____ Relatives

_____ Church

_____ My employer

_____ Teacher or principal of school

_____ Employment office

_____ Newspaper

_____ TV

_____ Radio

_____ Other (List below)

24. WHAT WERE THE MAIN REASONS YOU ENROLLED IN ADULT CLASSES? (Check all that apply. Draw a circle around the most important reason for enrolling.)

_____ Get a job

_____ Get a better job

_____ To be able to do some things you could not do very well

_____ To impress my friends

_____ Wanted something to do

_____ To improve myself

_____ To meet new friends

_____ To get out of the house

25. HOW DOES YOUR WIFE (GIRLFRIEND) OR HUSBAND (BOYFRIEND) FEEL ABOUT YOU TAKING THIS CLASS? (Check only one.)

_____ Pleased

_____ Not Pleased

_____ Does not care either way

_____ Other

26. WHEN YOU FIRST ENROLLED IN THE ADULT CLASS, WHAT DID YOU WANT TO LEARN MOST OF ALL?

_____

27. ARE YOU SATISFIED WITH YOUR PROGRESS TOWARD LEARNING WHAT YOU WROTE IN NUMBER 26? (Check only one.)

_____ Yes _____ No

28. WHO CARES FOR YOUR CHILDREN WHILE YOU ATTEND THIS CLASS? (Check only one.)

_____ Do not have any children

_____ My wife

_____ My husband

_____ My neighbors or friends

_____ My relatives

_____ A nursery school

_____ My girlfriend

_____ My boyfriend

_____ They look out for themselves

29. FROM WHICH OF THE FOLLOWING DO YOU RECEIVE MONEY? (Check all that apply.)

_____ Social security

_____ Unemployment agency

_____ Welfare or AID (Aid to Dependent Children)

_____ None of these

30. WHICH OF THE FOLLOWING PERSONAL OR FAMILY PROBLEMS BOTHERS YOU QUITE OFTEN? (Check all that apply.)

_____ Money

_____ Drinking

_____ Family

_____ Kids

_____ Work

_____ Housing

_____ Sickness

_____ Other (List below)

31. OVER THE LAST THREE YEARS OR SO, HAVE YOU TALKED WITH ANY OF THE FOLLOWING PEOPLE ABOUT YOUR PROBLEMS? (Check all that apply.)

_____ Doctor or dentist

_____ Police

_____ Credit or money lender

_____ Palmist, fortune teller, or astrologer

_____ Lawyer

_____ Politician

_____ Banker

_____ Preacher

_____ Welfare worker

_____ Public health nurse

_____ Extension agent such as the home demonstration agent, county agent, 4-H club agent

_____ School teacher or principal, which includes the agricultural teacher, home economics teacher, and adult teacher

_____ Friend

_____ Relative

Following are some statements that have no right or wrong answers. Please indicate the degree to which you agree or disagree with each statement by circling the answer which best describes how you feel.

1. THE MATERIALS PROVIDED FOR ME IN THIS CLASS ARE INTERESTING TO ADULTS.

Strongly Agree Agree Disagree Strongly Disagree

2. THE ADULT PROGRAM HAS HELPED ME TO BE ABLE TO VOTE MORE INTELLIGENTLY.

Strongly Agree Agree Disagree Strongly Disagree

3. THE ADULT PROGRAM HAS HELPED ME TO BECOME AWARE OF HEALTH SERVICES AVAILABLE IN THE COUNTY.

Strongly Agree Agree Disagree Strongly Disagree

4. THE ADULT PROGRAM HAS SHOWN ME HOW I CAN IMPROVE AND PROTECT THE HEALTH OF MYSELF AND MY FAMILY.

Strongly Agree Agree Disagree Strongly Disagree

5. THE ADULT PROGRAM HAS HELPED ME TO UNDERSTAND MY RIGHTS AND MY RESPONSIBILITIES AS AN INDIVIDUAL CITIZEN.

Strongly Agree Agree Disagree Strongly Disagree

6. THE ADULT PROGRAM HAS HELPED ME TO IMPROVE MY READING ABILITY.

Strongly Agree Agree Disagree Strongly Disagree

7. THE ADULT PROGRAM HAS HELPED ME TO IMPROVE MY ARITHMETIC ABILITY.

Strongly Agree Agree Disagree Strongly Disagree

8. THE ADULT PROGRAM HAS HELPED ME TO IMPROVE MY ABILITY TO WRITE.

Strongly Agree Agree Disagree Strongly Disagree

9. THE ADULT PROGRAM HAS GIVEN ME MORE CONFIDENCE IN MY ABILITY TO LEARN.

Strongly Agree Agree Disagree Strongly Disagree

10. THE ADULT PROGRAM ALLOWS ME TO LEARN AT MY OWN RATE OF SPEED.

Strongly Agree Agree Disagree Strongly Disagree

11. THE ADULT PROGRAM IS HELPING ME TO REACH THE GOALS I HAD IN MIND WHEN I ENROLLED.

Strongly Agree Agree Disagree Strongly Disagree

12. THE ADULT PROGRAM HAS HELPED ME TO BETTER UNDERSTAND CREDIT COSTS AND INTEREST RATES.

Strongly Agree Agree Disagree Strongly Disagree

13. THE ADULT PROGRAM HAS HELPED ME TO READ AND UNDERSTAND DIRECTIONS, LABELS, RECIPES, SIGNS, NEWSPAPERS, AND MAGAZINES.

Strongly Agree Agree Disagree Strongly Disagree

14. THE ADULT PROGRAM HAS HELPED ME IN SPENDING MY MONEY MORE WISELY.

Strongly Agree Agree Disagree Strongly Disagree

15. MY TEACHER UNDERSTANDS THE PROBLEMS OF UNDEREDUCATED ADULTS.

Strongly Agree Agree Disagree Strongly Disagree

16. MY TEACHER READILY HELPS ME WITH MY LESSONS WHEN I NEED HELP.

Strongly Agree Agree Disagree Strongly Disagree

17. MY TEACHER SOMETIMES EMBARRASSES STUDENTS WHEN THEY MAKE MISTAKES.

Strongly Agree Agree Disagree Strongly Disagree

18. MY TEACHER SHOULD TALK MORE OFTEN WITH ME ABOUT MY PROGRESS.

Strongly Agree Agree Disagree Strongly Disagree

19. I FEEL FREE TO DISCUSS WITH MY TEACHER ANY PROBLEMS THAT INTERFERE WITH MY ATTENDING CLASS OR THAT INTERFERE WITH MY LEARNING IN CLASS.

Strongly Agree Agree Disagree Strongly Disagree

20. IN GENERAL, I AM PLEASED WITH MY PROGRESS IN THIS ADULT CLASS.

Strongly Agree Agree Disagree Strongly Disagree

_____

Print your name

Entry Level _____

APPENDIX IV

ABE TEACHER QUESTIONNAIRE

The information obtained from these response sheets is not to be used for evaluating any particular person or school; rather, it is to be used accumulatively in an evaluation of the overall ABE program in Shelby County. In order for your responses to be completely anonymous, please do not put your name or any other identifying information on the instrument.

1. Age _____ Less than 30
   _____ 30-39
   _____ 40-49
   _____ 50 and over

2. Sex: _____ Male
   _____ Female

3. Race: _____White
   _____Non-White

4. Educational Background:
   _____ Less than Master's
   _____ Master's or more

5. Years experience in ABE:
   _____ Less than 1
   _____ 1-3
   _____ More than 3

6. On the average, how much time do you devote to lesson preparation for each ABE class meeting?

   a) _____ None
   b) _____ 1-10 minutes
   c) _____ 11-20 minutes
   d) _____ 21-30 minutes
   e) _____ 31-40 minutes
   f) _____ 41-50 minutes
   g) _____ 51-60 minutes
   h) _____ More than 60 minutes

7. How many semester hours of college credits do you have in each of the following areas? (3 quarter hours equal 2 semester hours.)

   _____ Adult Education
   _____ Guidance and Counseling
   _____ Reading

8. How many hours of training did your local ABE administration provide before you began to teach ABE classes?

a) _____None
b) _____Less than 1
c) _____1-4
d) _____5-8
e) _____8-11
f) _____12 or more

9. In your opinion, how many hours of local training should be the minimum for beginning ABE teachers?

a) _____None
b) _____Less than 1
c) _____1-4
d) _____5-8
e) _____8-11
f) _____ 12 or more

10. What percentage of the students enrolled in your ABE classes is Caucasian?

_____0%
_____1-10%
_____11-20%
_____21-30%
_____31-40%
_____41-50%
_____51-60%
_____61-70%
_____71-80%
_____81-90%
_____91-100%

11. How would you rate your local ABE administration on the following:

	Very Weak	Weak	Moderate	Strong	Very Weak
Support of ABE	____	____	_____	_____	_____
Belief in ABE	____	____	_____	_____	_____
Knowledge of ABE	____	____	_____	_____	_____

12. In your area, of those adults who are eligible but are not enrolled in ABE, which of the following do you think are reasons for their non-enrollment? (Check more than one if applicable.)

____Unawareness by these people of ABE programs.
____Unawareness by these people of value of ABE.
____Lack of interest by the people.
____Influence of spouse or family.
____Influence of friends and neighbors
____Unsatisfactory location of building site for classes.
____Lack of interest by ABE administrators.

_____Failure of ABE program to meet their needs
_____Lack of funds for additional classes.
_____Conflict with class time.
_____Lack of transportation.
_____Lack of child care.

13. To what extent does your local ABE administration help you with the following items?

	None	Little	Moderate	Great
Guidance and counseling	_____	_____	_____	_____
ABE materials	_____	_____	_____	_____
Program planning	_____	_____	_____	_____
Recruitment	_____	_____	_____	_____
Dropouts	_____	_____	_____	_____
Audio-visual resources	_____	_____	_____	_____
Professional development	_____	_____	_____	_____

14. To what extent do you need additional help from your local ABE administration in the following areas?

	None	Little	Moderate	Great
Guidance and counseling	____	____	_____	____
ABE materials	____	____	_____	____
Program planning	____	____	_____	____
Teaching methods	____	____	_____	____
Recruitment	____	____	_____	____
Dropouts	____	____	_____	____
Audio visual resources	____	____	_____	____
Professional development	____	____	_____	____

15. How often do you use the services of the following agencies to help your ABE students?

	Not Used	Seldom	Sometimes	Often
Employment	_____	_____	_____	_____
Public Health	_____	_____	_____	_____
MDTA	_____	_____	_____	_____
Welfare	_____	_____	_____	_____
Rehabilitation	_____	_____	_____	_____
Religious	_____	_____	_____	_____
Law	_____	_____	_____	_____
Military	_____	_____	_____	_____

(continued)	Not Used	Seldom	Sometimes	Often
Civic	_____	_____	_____	_____
Business-Industry	_____	_____	_____	_____
Public Schools	_____	_____	_____	_____
Agricultural Extension	_____	_____	_____	_____

16. With whom do you discuss problems encountered in your ABE duties? (Check more than one if applicable.

____Superintendent
____Supervisor
____State Dept. Personnel
____Public School principal
____ Another teacher
____ Guidance counselor
____ No one

17. On the average, what percent of enrolled students attend each of your ABE classes?

_____ 0-10%
_____ 11-20
_____ 21-30%
_____ 31-40%
_____ 41-50%
_____ 51-60%
_____ 61-70%
_____ 71-80%
_____ 81-90%
_____ 91-100%

18. Which of the following do you think are the primary reasons for dropouts in the ABE program? (Check more than one if applicable.)

____Undesirable location of classes.
____Irrelevant curriculum.
____School work too difficult.
____Personality difficulties.
____Movement from community.
____Lack of satisfactory progress.
____Lack of guidance and counseling.
____Meeting time.
____Entered training program.
____Decline of interest.
____Secured job.
____Laziness.
____Lack of transportation.
____Personal problems.
____Child care.
____Peer influence.
____Health problems.

19. Rate the accomplishments of the Shelby County ABE program in helping students to:

	Very Low	Low	Moderate	High	Very High
Understand the health service available from governmental and non-governmental agencies.	____	____	____	____	____
Understand how they can improve and protect the health of the family.	____	____	____	____	____
Realize the importance of participating in and contributing to healthful community practices.	____	____	____	____	____
Learn and comprehend the elements of science which will enable them to better understand and join in the life of their community and nation.	____	____	____	____	____
Better understand the different levels of democratic systems of government and functions of each.	____	____	____	____	____
Know and understand the purposes and functions of the three branches of the different levels of our government.	____	____	____	____	____
Have a basic knowledge and appreciation of the political, economic, and social development of our country.	____	____	____	____	____

20. Rate the accomplishments of the Shelby County ABE program in helping students to:

	Very Low	Low	Moderate	High	Very High
Make a self-inventory or study of personal qualifications.	____	____	_____	____	____
Know how to locate job opportunities commensurate with ability.	____	____	_____	____	____
Know the basic principles of job application and interviewing.	____	____	_____	____	____
Develop health and personal qualities helpful in getting and holding a job.	____	____	_____	____	____
Recognize the need for loyalty, honesty, and integrity in employment.	____	____	_____	____	____
Increase pride in workmanship regardless of the nature of the work.	____	____	_____	____	____
Develop good work habits.	____	____	_____	____	____
Understand employer reasons for refusing to hire or for discharging workers.	____	____	_____	____	____

21. Rate the accomplishments of the Shelby County ABE program in helping students to:

	Very Low	Low	Moderate	High	Very High
Realize that earning a living is characteristic of a good citizen.	____	____	_____	____	____

	Very Low	Low	Moderate	High	Very High
Vote more intelligently.	____	____	_____	____	____
Develop critical thinking.	____	____	_____	____	____
Become more interested in the news of the day.	____	____	_____	____	____
Better use leisure time.	____	____	_____	____	____
Recognize desirability of family unity.	____	____	_____	____	____
Realize importance of cooperation with and consideration of other people in every day living.	____	____	_____	____	____
Improve and protect the health of themselves and their families.	____	____	_____	____	____
Promote adherence to the democratic process.	____	____	_____	____	____
Understand the responsibilities which accompany the rights of a citizen.	____	____	_____	____	____

22. Rate the accomplishments of the Shelby County ABE program in helping students to:

	Very Low	Low	Moderate	High	Very High
Acquire and improve the skills of addition, subtraction, multiplication, and division.	____	____	_____	____	____
Develop understanding of fractions, decimals, percent and percentage.	____	____	_____	____	____

	Very Low	Low	Moderate	High	Very High
Develop mathematical understanding of interest, budgeting, purchasing, and purchasing on time.	____	____	_____	____	____
Apply arithmetic to ordinary daily activities.	____	____	_____	____	____
Understand wages, income, and expenditures.	____	____	_____	____	____

23. Rate the accomplsihments of the Shelby County ABE program in helping students acquire and improve the skills of:

	Very Low	Low	Moderate	High	Very High
Enunciation and pronunciation.	____	____	_____	____	____
Penmanship.	____	____	_____	____	____
Listening.	____	____	_____	____	____
Written composition.	____	____	_____	____	____
Work usage.	____	____	_____	____	____
Speaking.	____	____	_____	____	____

24. Rate the accomplishments of the Shelby County ABE program in helping students acquire and improve the skills:

	Very Low	Low	Moderate	High	Very High
Reading comprehension.	____	____	_____	____	____
Word recognition.	____	____	_____	____	____
Reading vocabulary.	____	____	_____	____	____
Reading to increase knowledge.	____	____	_____	____	____
Locating information.	____	____	_____	____	____
Recreational reading.	____	____	_____	____	____

25. Rate the accomplishments of the Shelby County ABE program in helping students to:

	Very Low	Low	Moderate	High	Very High
Develop the skills, attitudes and knowledge required for existing or emerging jobs.	____	____	_____	____	____
Apply arithmetic knowledge to shopping and spending money.	____	____	_____	____	____
Increase motivation for job promotions or better jobs.	____	____	_____	____	____
Realize the importance of and ways of budgeting income.	____	____	_____	____	____
Better understand and to participate more in the life of the community.	____	____	_____	____	____
Better comprehend and to engage in political activities.	____	____	_____	____	____
Understand credit costs and interest rates.	____	____	_____	____	____
Read and understand labels, recipes, signs, newspapers, and simple directions.	____	____	_____	____	____
Develop an appreciation for improved homes and surroundings.	____	____	_____	____	____